

## Standard V Program Re-approval

Institution: University of Washington Tacoma

Date: June 1, 2009

### Question # 2

In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

Program faculty and staff have been involved in an ongoing evaluation of the program mission, values, and goals and the programs offered within the context of UWT Education Program's conceptual framework. All courses taught in the teacher certification program (TCP) are aligned with program goals as well as Washington State Standards. Alignment of course content with Standard V criteria will continue to be assessed on an ongoing basis as courses are updated by faculty for current research and theory. The alignment of standards with course content will need to be assessed specifically in relation to linkages with Standard V.

For the purposes of Standard V a committee of two faculty and one staff member developed and implemented a process where every course was reviewed with a lead instructor of the course to determine the extent that the course content addressed the established criteria for Standards 5.1 through 5.4. (see question 1 for more detail). Specific detail also was given to the Reflective Seminars which accompany each of the field experiences and the requirement of the portfolio and its development as it occurs over the course of the field experiences..

The entire faculty was involved in the review of the current plan for field placements. A subcommittee was developed who planned field experience assignments and aligned them with the state standards. Forms for teacher intern assessment were reviewed to determine that all necessary areas were covered and assessed.

Teachers interns in the TCP are expected to complete a portfolio. The purpose of the portfolio is the compilation of a collection of work produced by a teacher and is designed to demonstrate the teacher's talents. Thus, teacher portfolios are constructed by teachers to highlight and demonstrate their knowledge and skills in teaching. A portfolio also provides a means for reflection; it offers the opportunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students or peers.

A teacher portfolio is an education tool, which is primarily used in two ways:

- First, portfolios are used as a means of authentic assessment in evaluating the effectiveness of a teacher for licensure and/or employment decisions.
- Second, teacher portfolios are used to provide feedback to teachers so that they may improve their teaching and level of professionalism.

The teacher portfolio serves as a form of authentic assessment and plays an important role in the overall evaluation of an intern. The UWT Teacher Certification Program uses portfolios to:

- augment more traditional assessment measures, such as standardized tests and observation checklist.
- increase reflection and provide an ongoing record of the intern's growth

- serve as a vehicle for assessing the relationship between teacher choices or actions and their impact on student outcome

In the completion of the portfolio students follow a prescribed checklist of items to complete their portfolios. In addition they are asked to give evidence of student learning. It is essential that as the faculty review teacher intern portfolios that we note the linkage among the standard's criteria, teacher-based evidence and student-based evidence.

Interns are encouraged to share their portfolios, during construction, with their peers and experienced teachers. This continuous dialogue is designed to provide a rich context in which to experience the multifaceted nature of teaching. In the process of engaging in such activity, teacher interns and experienced teachers are able to share ideas, discuss effectiveness of teaching methods and promote excellence in teaching. Interns are encouraged to share their portfolios, during construction, with their peers and experienced teachers. This continuous dialogue is designed to provide a rich context in which to experience the multifaceted nature of teaching.

Although the portfolio is a pre-service teacher created project the development of the portfolio will be led by field supervisors. On a monthly basis as field supervisors assist students in the identification of examples of material to fit Standard V criteria they will also work together with the lead field supervisor to review current work of teacher interns. The lead field supervisor, in turn, will review exemplars with faculty teaching theory based courses to confirm that there is a linkage among theory, standards and practice.